DOCUMENT RESUME

ED 089 531 EC 061 499

AUTHOR	Richards, Mary JoAnn
TITLE	Early Childhood Education at Home.
INSTITUTION	Berkeley County Board of Education, Martinsburg, W. Va.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[73]
NOTE	9p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Early Childhood Education; *Exceptional Child Education; *Handicapped Children; *Home Visits; *Parent Role; *Program Descriptions
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; West Virginia

ABSTRACT

Outlined is a Title III early childhood at home project which involves a team approach to the education of 40 handicapped and 75 nonhandicapped rural, disadvantaged children, their parents, and/or babysitters in West Virginia. It is noted that four teams consisting of a teacher and paraprofessionals visit homes to instruct baby sitters or parents in devising individualized programs for the children. Instruction is said to involve cognitive, affective, and psychomotor activities, and materials such as clay and puzzles. Considered are required preservice training, facilities such as a small office for storage, costs, and outcomes such as parental awareness of available services, and potential training of babysitters by the Welfare Department. (MC)

ED 089531

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EARLY CHILDHOOD EDUCATION AT HOME

R. E. S. A. VIII

WEST VIRGINIA

EC061499

NAME OF PROJECT

Early Childhood Education At Home

MAJOR AREA OF CONCERN

To evidence the effectiveness of home pre-school education of handicapped and nonhandicapped children in an Appalachian State.

PROJECT DIRECTOR'S NAME

Mary JoAnn Richards

ADDRESS AND TELEPHONE NUMBER

Curriculum Improvement Center
615 West King Street
Martinsburg, West Virginia 25401

1 - 304 263-8948

FISCAL AGENT

James C. Smith, Superintendent
Berkeley County Board of Education
401 South Queen Street
Martinsburg, West Virginia 25401

I. ABSTRACT

THE EARLY CHILDHOOD AT HOME PROJECT IS DESIGNED TO OVERCOME ACUTE ECONOMIC, CULTURAL AND EDUCATIONAL PROBLEMS OF CHILDREN IN REGION VIII OF WEST VIRGINIA. THE COUNTIES IN REGION VIII ARE IN THE HEART OF APPALACHIA WHERE LOCAL RESOURCES ARE EXHAUSTED LEAVING MINIMAL SERVICES TO NON-HANDICAPPED CHILDREN. THIS PROGRAM PROVIDES SERVICES TO PRESCHOOL AND HANDICAPPED CHILDREN. A TEACHER AND A PARAPROFESSIONAL FORM A TEAM WHICH WORKS IN THE HOME. THERE ARE FOUR TEAMS. TWO OF THE TEAMS INSTRUCT HANDICAPPED CHILDREN AND TWO INSTRUCT NON-HANDICAPPED CHILDREN IN HOMES OF BABY SITTERS. THE TWO TEAMS INSTRUCTING HANDICAPPED CHILDREN WORK WITH THE CHILD AND PARENT IN DEVELOPING AN INDIVIDUALIZED PROGRAM TO MEET THE CHILD'S EDUCATIONAL AND THERAPUTIC NEEDS. EACH TEAM SERVICES APPROXIMATELY TWENTY HANDICAPPED CHILDREN. THE REMAINING TWO TEAMS INVOLVE NON-HANDICAPPED PRE-SCHOOL AGE CHILDREN BEING CARED FOR IN THE HOME OF A BABY SITTER. THEY WORK WITH 33 BABY SITTERS AND 75 CHILDREN. THE OBJECTIVES OF THE INSTRUCTION ARE COGNITIVE AND AFFECTIVE DEVELOPMENT OF THE CHILD. THE PROGRAM INVOLVES THE PARENTS AND THE BABY SITTERS IN THE EDUCATION OF THE CHILD. THE TEAM MAKES A MINIMUM OF ONE VISIT PER WEEK TO THE CHILD'S HOME TO WORK WITH THE CHILD IN THE PRESENCE OF THE PARENT OR BABY SITTER. THE PARENT OR BABYSITTER CONDUCTS PRESCRIBED ACTIVITIES WITH THE CHILD UNTIL THE NEXT VISIT. ALSO, A CHILD SERVICES SPECIALIST WORKS WITH THE TEAM IN SECURING SPECIAL SERVICES FOR CHILDREN WHEN THOSE ARE IDENTIFIED. HE SECURES ASSISTANCE FROM SUCH AGENCIES AS HEALTH, MENTAL HEALTH, AND WELFARE. SUBSTANTIAL EVIDENCE IS AVAILABLE THAT AN "AT HOME" APPROACH TO EARLY EDUCATION IS EFFECTIVE WHEN PARENTS ARE DIRECTLY INVOLVED IN THE EDUCATION OF THEIR CHILDREN IN THEIR NATURAL ENVIRONMENT. PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS OF HANDICAPPED CHILDREN HAS CHANGED PARENTAL AND COMMUNITY ATTITUDES TOWARDS EDUCATIONAL LIMITATIONS AFFECTING CHILDREN. THIS PROJECT HAS IMPLICATIONS FOR REPLICATION INTO VARIOUS SEGMENTS OF QUALITY PRESCHOOL PROGRAMS WITHIN THE STATE AND NATION.

A. Project Period Dates

July 1971 through June 1974

B. Funding Amounts

1. Planning Grant	None
2. 1st Operational Year	$72,000 Title III Sec. 306 $15,000 ARC
3. 2nd Operational Year	$130,000 Title III Sec. 306

C. Target Population

1. Geographically Region VIII consists of eight eastern counties of West Virginia, namely, Jefferson, Berkeley, Morgan, Hampshire, Mineral, Hardy, Grant and Pendleton Counties.
The target area includes 120,600 persons that inhabit 3,490 square miles of mountainous terrain with a population density of approximately 35 persons per square mile. Characteristically, 79.5% of the population dwell for the most part in non-farming rural hamlets or villages.

2. The participating population is that of forty handicapped pre-school children and their parents in two geographical clusters with one in Jefferson and Berkeley Counties and the second in Grant, Hardy and Pendleton Counties. Also approximately seventy-five non-handicapped pre-schoolers and the Babysitters (35) are located in one unit in western Berkeley and Morgan Counties and the second unit in Jefferson and Berkeley Counties.

3. The age groups served are ages two through eight years in the Handicapped Units and ages two through five years in the two Babysitter Units.

D. Description

1. Project Concept

The Early Childhood Education At Home Project is designed to overcome acute economic, cultural and educational problems of children in Region VIII of West Virginia. Local resources have been exhausted in providing minimal services to non-handicapped children and services to pre-school and handicapped children have been almost non-existant. This project is an attempt to demonstrate that Early Childhood Education can be conducted in the home for handicapped and non-handicapped preschool children which directly involves the parents in the education of their children in their natural environment. The pre-school years are the crucial years of development for the child and intervention in a rural isolated area for pre-school children is vital.

2. Project Objectives

Children

(1) Show significant improvement in attitude toward self.
(2) Show significant gain in intellectual abilities.

(3) Show significant improvement in facets of adjustment as measured by the Child Behavior Rating Scale.
(4) Demonstrate significant social development.

Parents

(1) Acceptance of the early childhood education project by parents of both non-handicapped and handicapped children.
(2) Significantly greater parental involvement in planning and carrying out activities for children under their guidance.
(3) Improved understanding of the role of the parent in the education of the child.
(4) Improved understanding of the development of the child.
(5) Improved understanding and acceptance of handicaps of the child.

Materials

(1) Materials currently available will have been located and reviewed by the staff for use with children.
(2) Areas of need will have been recognized and established for materials acquisition and/or development.
(3) Materials will have been evaluated in the home environment.
(4) A compilation of curriculum plans will exist at the end of the year.

3. Activities to Achieve Objectives

A. Handicapped - At Home

Two teams are to be utilized to identify and treat handicapped children (ages 2-9) in the home. The type of handicap treated will include trainable, educable, physically handicapped and emotionally disturbed. The team will work with the child in the areas of cognitive, affective, and psycho-motor activities. The team will also work with the parents to help them become effective participants in their child's education and therapy. Each team will be responsible for developing an individualized program for twenty (40) handicapped children and their parents.

B. Non-Handicapped with Baby Sitters

Two teacher-paraprofessional teams will be utilized to work with non-handicapped pre-school age children who are being cared for outside their home by a non-certified baby sitter. Each team will be responsible for working with twenty baby sitters and their charges. Activities include not only cognitive and affective development of the children but also to change the baby sitter's role from a custodial to an educational one.

C. Seminars for Parents and/or Baby Sitters

Specific training will be given to parents of handicapped children by having meetings to discuss child development and educational techniques to be utilized by the parents with their children. Getting parents of handicapped children will be designed to lead to attitudinal change toward limiting conditions of special children.

D. Materials

Materials will be evaluated by the major concepts their objectives, skills, activities, age group and cross-referenced for versatility for utilization of materials.

4. Evaluation Strategy

The purpose of the evaluation design is to determine to what extent the objectives of each component and the entire project have been achieved. The contracted services of Educational Research and Development Associates, (ERANDA) West Chester, Pennsylvania is being utilized for program evaluations. They are responsible for the following:

(1) Evaluation design
(2) Instrument Selection and Development
(3) Training of Testers and Data Gathers
(4) Statistical Analysis and Interpretation
(5) Technical Report to Project Director
(6) Non-Technical Report to Project Director
(7) Involve Staff and Advisory Council in Evaluation
(8) Expanding Evaluation Design to Include Unique Objectives

II. EXPORTABILITY

A. Introduction

The project is exportable. With the mandate in Special Education by 1974-75 in serving all children ages three through eighteen through State appropriations this increases the feasibility of replication of the "at home" approach for pre-school handicapped children within the State. Also programs for younger children being emphasized nationally through Child Development Programs could utilize the "at home" approach with Babysitters. Any portions of the project could be replicated without destroying its effectiveness.

B. Context of Program

1. The School System. The participants in the Early Childhood Education at Home Project are situated in four locations within an eight county area with two geographical cluster areas of handicapped children and two geographical cluster areas of Babysitters. Approximately 115 children and 75 parents and/or babysitters are included as participants within the program. Presently preschool programs for children below age five or programs for handicapped children are non-existant with West Virginia. In a rural area where transportation is expensive for center activities the "at home" approach for early education is effective.

2. Special Factors for Consideration

Any portion of the project could be replicated in part or in its entirity. The "at home" approach could be replicated in a low density rural area.

C. Program Description

1. Scope. The Early Childhood Education At Home Project has two major thrusts - one working with preschool handicapped children and their parents in the home and a preschool thrust for non-handicapped children in the care of a babysitter. A teacher and a paraprofessional form a team which works in the home. There are four teams - two teams for the handicapped learning units and two teams for the babysitter learning units.

   The objectives of the instructive for the children are cognitive, affective and psycho-motor development of the child. The program involves the Parents and Babysitters in the education of the child in the child's natural environment.

2. Activities. The team makes a minimum of one visit per week to the child's home to work with the child in the presence of the parent and/or babysitter. The parent or babysitter conducts prescribed activities with the child until the next weekly visit. Toys, games, and materials are left with the babysitter along with an educational agenda to be followed until the next visit.

   Seminars and training sessions are held periodically for parents of the handicapped where parents are instructed in the techniques of working with specific children. Also a series of work-type seminars will be held for the babysitters to expand their knowledge of child development and methods and techniques to be utilized with young children.

   A Child Services Specialist assists in the diagnosis of learning impairments and assumes responsibility for getting the child to existant remedial service agencies.

3. Preservice and Inservice Training. Pre-service training is required for a complete understanding of the operation of the learning units by all personnel before the program is to go into operation. Periodicall, in-service training is offered that is scheduled according to the assessment of need. Innovative techniques, ideas, and research are presented to the staff as a portion of the staff development component.

4. Facilities. No special facilities are required for the program except for space to store materials and for a small office on location for the professional and paraprofessional. The instructional component is conducted in the child's or babysitters home. Community facilities can be utilized for seminars and meetings.

   Materials and Equipment

   A minimal amount of materials is required to replicate any portion of the project. Some specialized materials are utilized in the Handicapped Units but need not be beyond the resources of any L.E.A. No special equipment is needed for replication. Many of the materials utilized could be made through the ingenuity of the personnel. Regular early education materials such as puzzles, blocks, clay, cut materials etc. could be used from the regular program for five year olds in the LEA's.

6. Project Budget.

First Operational Year: 1971-72

$72,000 Title III Section #306

$15,000 A.R.C.

Second Operational Year: 1972-73

$130,000 Title III Section #306

D. Cost Effectiveness Analysis

1. Developmental Costs

No planning grant was requested. With minimal cost the Region II Curriculum Improvement Center staff with Technical Assistance from ERANDA drafted the proposal for project operation. Technical Assistance was apart of the $72,000 operational grant.

2. Operational Cost After Installation

The major cost is the salary of professional and paraprofessional travel and materials. Administrative costs could be absorbed into the LEA in operation of any portion of the "at home" program. This project will be modified and adapted in LEA program upon expiration of Title III Section #306 funds.

E. Evaluation

1. Strategy - (See Section I D4 on page 5.)

2. Visitation. On-site evaluations are conducted by ERANDA two days per month throughout the operational phase of the program with reports submitted for the implementation of the project, interims and final evaluation. The West Virginia E.S.E.A. Title III and State Department of Education also conduct an on-site evaluation of the project at the end of each operational year.

3. Audit Reports. Analytic Systems, Incorporated of Vienna, Virginia conducted the Program Audit during 1971-72 operational year.

During 1972-73 the Audit is being conducted by Dr. David Puzzouli, of Educational Research and Field Services of West Virginia University.

3. Unanticipated outcomes (spin off) which significantly and positively affect participant performance.

a. Parent Involvement

Parents have become aware of services for handicapped children and now are surveying the area for the prospect of getti[illegible]

their child into school when the child becomes school age. Parents are requesting of the LEA's that all children be provided in the schools even with handicapping conditions, through public support of special education into the schools programs for children with special handicaps are being developed

b. Babysitter Training

One Vocational Technical School in Keyser, West Virginia is considering the feasibility of training Babysitters through Vocational Education. The Welfare Department has been interested in this model for consideration in their programs where they purchase day-care in homes.

c. Other Programs

This project has been surveyed by the State Department of Education and similar programs are being considered for Handicapped pre-school children through the Governor's Interagency Council for Child Development. Within Region VIII we have instituted another Handicapped Unit modeled after the Title III in Mineral and Hampshire Counties under ARC and Social Security Title IV-A funds.

We have had requests for information in regard to this project from all over the nation. A group from Big Stone Gap, Virginia spent time with us in learning about the Handicapped Unit in order to replicate it under ARC funding that they have received.

d. Interagency Cooperation

We have had the excellent cooperation of community Health Services, Mental Health Services, and Public Welfare. Our Child Services Specialist works in cooperative effort with all these agencies.

For additional information contact:

Mrs. M. JoAnn Richards, Director
Early Childhood Education At Home Project
Curriculum Improvement Center
R.E.S.A. VIII
615 West King Street
Martinsburg, West Virginia 25401